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Procedia - Social and Behavioral Sciences 140 (2014) 413 – 418

Procedia
Social and Behavioral Sciences

PSYSOC 2013

Lecturer's Image In Students' Opinion As College Lecturer's Image Component

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Abstract

The goal of the research is directed at the study of the image of the lecturer as a component part of a college lecturer. The methodical basis of the research is an aggregate of methods and techniques, adapted to the objectives of the research: project mini essay "My lecturer as I would like him to be", method of inter personal diagnosis by T. Liri; specially designed questionnaire. 120 students of the 2nd and 3rd year of Mangystau power engineering college (Aktau city, Mangystau region) participated in the research. Two groups of respondents were formed: 60 students from those who lived in the country side area and 60 students from the city. As a result we have found out that students are characteristic of complexity and realism of the college lecturer's image. The image of a modern lecturer according to students' opinion, those who came from the countryside includes role determination of college lecturer profession. They include evaluative characteristics but they are mostly positive ones. They see the lecturer close to students and possess represented professionally important qualities. As for city students perception, they are characteristic of critical image of the lecturer, but the critics does not have antipathetic expression, but mostly constructive dissatisfaction with the image of a college lecturer. In countryside students' perception there is mostly a positive image of a modern college lecturer. According to their opinion, modern lecturer is more democratic, creative, empathetic and understanding. For students living in the city the image of a modern lecturer is less positive, they see him conservative, imperious and authoritarian. Changing social economic and political situation in the Republic of Kazakhstan involved changes both in the lives of social groups and in the life of an individual. Turn to the personality as the center of the social system has predetermined the growth of human individuality significance.

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Selection and peer-review under responsibility of the Organizing Committee of PSYSOC 2013.

Keywords: image, lecturer's image, external image, internal image, process image, college lecturer, professional activity.

1. Introduction

Changing social economic and political situation in the Republic of Kazakhstan involved changes both in the lives of social groups and in the life of an individual. Turn to the personality as the center of the social system has predetermined the growth of human individuality significance.

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Desjardins (2001) argues that economic well-being depends on informal and non-formal as well as formal learning through educational organizations.

According to the S.P. Heyneman (2009) “faculty may model good behavior in terms of listening and understanding points of view which may contradict their own”. The process by which norms might affect behavior is a topic of some importance. Coleman pointed out that the degree to which norms are manifest can radically affect a society’s economic opportunity (Coleman, 1987, 1988), and that a society human capital must be thought of as including its social capital as well. While there are distinctions to be made between social control and social cohesion (Berfer, 1999), the general consensus might be that a nation or a community characterized by social cohesion (one of political tolerance, inter-ethnic peace, and effective governance) is socially good.

The notion “image” has become an interdisciplinary one in its volume and contents; it was formed in the category field of many sciences and was interpreted according to their peculiarities, goals and objectives. Herewith the consciousness of a modern person there is an idea about the image as some definite value on the availability of which life success and effectiveness of any activity depends.

Nowadays the formation of positive image becomes an actual problem not only in the political and business areas, but also in lecturers’ activity whose goal is training of high quality, competitive specialists. Modern lecturer is directly interested in creating positive symbolic substitute of fundamental features of his personality and also in the formation of synthetic image with the help of symbolic means. This image is designed during the process of subject-subject interaction that first of all produces psychological-emotional influence and encourages definite social behavior with the aim of popularization.

As Barinov (2006) mentions, “to interact successfully with the learners it is necessary for the teacher to choose basic line of behavior – image-strategy and corresponding image technologies. Image-strategies are definite lines of a subject behavior management to form a complex image. The foundation of any image strategy is image-communication and various means of non-verbal and group image and also the formation of corresponding impressions, in which image bearer is interested”.

In our opinion, the image of a lecturer is the image of one specialist, in the consciousness of whom there is a choice of a definite manner of behavior expressed in individual style of activity that finds specific external manifestations via physical look of the lecturer, his speech, expressiveness of his movements, mimics in total with his aesthetic appearance (clothes, hairdo, make-up and other appearance attributes) and also via body-space environment where professional activity of this very lecturer takes place. According to Mihailova (2006) definition it is reasonable to single out the following components in the composition of a lecturer’s image:

- Internal – knowledge, skills, abilities, purposes, values, self-concept, I – concept;
- External – overall, verbal, kinetic, environment and embodied elements;
- Process – individual style of activity, mediated in the individual style of communication and individual style of management.

While considering lecturer’s practical activity, working with the youth it is necessary to analyze the image in a pedagogical context where the leading strategy of designing lecturer’s image acquires the following meaning: the lecturer while introducing with the learners places his own image in a positive information environment. To fix himself in the consciousness of the learners the lecturer has to position himself, i.e. retransmit the information from his own understanding into the learners’ understanding. It is necessary to remember that those features in which the lecturer is interested are not so obligatorily important for the learners and having positioned himself the lecturer gets into a definite well-ordered system of the images that have been positioned and consolidated before in the consciousness of the learners.

Image design in the lecturer’s practical activity is stipulated by the algorithm of theoretical actions, supported by general practice. All this is combined with the fact that the role of the lecturer in modern educational establishments has grown a lot. They are capable of making conscientious and responsible decisions, provide constructive interaction with all the participants of the educational process, adequately evaluate the contents of own pedagogic activity and social behavior from the position of humanistic values during all the professional life.

The goal of the research is directed at the study of the image of the lecturer as a component part of a college lecturer.

The methodical basis of the research is an aggregate of methods and techniques, adapted to the objectives of the research: project mini essay “My lecturer as I would like him to be”, method of inter personal diagnosis by T. Liri; specially designed questionnaire.

120 students of the 2nd and 3rd year of Mangystau power engineering college (Aktau city, Mangystau

region, the Republic of Kazakhstan) participated in the research. Two groups of respondents were formed: 60 students from those who lived in the country side area and 60 students from the city.

Essays content analysis was conducted with the help of the method of coding and calculating the mentioning of notional units in the essays that represent words and word-combinations (mostly adjectives), characterizing college lecturer's image. 54 words and word-combinations were singled out totally from college student's essays. The results are presented in tables 1 and 2.

Table 1. The indexes of frequency of occurrence of evaluative categories, singled out in content analysis of the essays among the students from the countryside

Rank	Real image		Ideal Image	
	Frequency of occurrence (%)	Evaluative category	Frequency of occurrence (%)	Evaluative category
1	70	professional	55	sympathetic
2	60	fascinating	49	professional
3	55	kind	44	fair
4	49	Not authoritative	40	Strict
5	44	Persistent	40	Tactful
6	41	Conservative	40	Cheerful

To analyze the data received with the help of content analysis we considered it enough to analyze the first six rank positions. Further the gap between the per cent indexes of the ranks increases significantly.

As it can be understood from Table 1, real lecturer, from countryside students' point of view is professional, fascinating, kind and at the same time not authoritative, persistent and conservative. And the ideal image is noncontradictory positive because of being ideal – the lecturer is presented as sympathetic, professional, fair, strict, tactful and cheerful. Results analysis, presented in table 2 has allowed to make the conclusion that in the group of city students there is strongly marked polarity of evaluations of real and ideal images of the lecturer. Thus, "real" lecturer is presented as unprincipled, not fair, unconcerned, inauthoritative, but at the same time kind but not taking into account students' individual peculiarities. The ideal image is presented as understanding, fair, taking into account students' individual peculiarities, etc. and this in the group of city students there are distinct negative characteristics in the image of a "real" lecturer. Coincidence of real and ideal images can be observed only on the one category – kind.

Comparing the lecturer's real image, received in two groups with the help of the mini-essay allows to point out the following defined differences: lecturer's real image in the group of countryside students is more positive than in another group: both groups point out that the lecturer is not authoritative; students from countryside group point out as one of significant negative characteristics the lecturer's conservativeness. Lecturer's characteristics from the perception of countryside students are indicative of his important professional qualities whereas city students point out such negative characteristics that can be attributed as moral-ethic qualities of a lecturer. There are also some differences in the lecturer's ideal images in the testees' perception. We can say that in spite of their well-defined positiveness, countryside students would like to see in their lecturer qualities, characterizing him first of all as a professional. City students expect panhuman qualities and good attitude to them on his part.

With the help of T. Liri (1954) questionnaire students represented standardized evaluation of lecturer's image on the predetermined criteria offered while answering the questionnaire questions. Then we checked the significance of the differences in the evaluation of two selections to determine on which parameters there are statistically authentic differences (table 3).

For this selection critical values of t-criterion by Student are $p \leq 0,05$, $t = 2,00$, where $p \leq 0,01$, $t = 2,66$. In this case we can see that t_{emp} exceeds t_{st} on such characteristics as authoritativeness, egoism, aggressiveness and subordination. That is college lecturer's image in city students' perception in comparison with countryside students includes the following significantly more expressed characteristics – authoritativeness, aggressiveness and

egoism (differences are authentic at 1 % level). There is significantly more expressed characteristic of lecturer's subordination – differences are authentic at 1 % level.

Table 2. The indexes of frequency of occurrence of evaluative categories, singled out in content analysis of the essays among city students

Rank	Real image		Ideal Image	
	Frequency of occurrence (%)	Evaluative category	Frequency of occurrence (%)	Evaluative category
1	70	unprincipled	77	Understands the student
2	60	Not fair	70	Fair
3	55	Unconcerned	60	Takes into account the students' individual peculiarities
4	49	Kind	55	Cheerful, merry, having good sense of humor
5	44	Inauthoritative	49	Attentive
6	41	Does not take into account the students' individual peculiarities	44	Kind

Table 3. t-criterion by Student calculation for countryside students residing in the city on T. Liri test

Liri test sub scales	Selections	Countryside students	City students	Differences	t-criterion
authoritativeness		9,95	14,45	4,5	5**
egoism		9,25	15,15	5,9	7,28**
aggressiveness		7,6	9,55	1,95	2,12*
suspiciousness		6,75	6,3	0,45	1,55
subordination		9,15	6,8	2,35	4,97**
dependence		10,83	10,8	0,03	0,96
sociable		11,6	10,8	0,8	1,73
altruism		12,25	12	0,25	1,32

Thus, concluding research results with the help of Liri tests method we can point out some outlined tendencies. College lecturer image in countryside students' perception is positive on the whole in comparison with college lecturer image in city students' perception. Thus city students endue the lecturer with such negative characteristics as excessive authoritativeness, egoism, self-centeredness, aggressiveness, intolerance, rudeness in evaluation, impatience. Countryside students see the lecturer with well-expressed leader tendencies but without dictator manifestations, self-assured, demanding, persistent, but in this regard with passive subordination manifestation, excessive flexibility.

Then we analyzed students' answers to the questions of the questionnaire. In the first question of the questionnaire the students were asked to name the most important characteristics of a modern college lecturer. Summarizing the variants of the two researched students groups, we singled out 11 such characteristics and assigned choice rank for each of them.

Analysis results have shown that students of both groups see as fundamental the lecturer's professionalism, i.e. as it is very important for them to get professionally good quality knowledge and skills. Then students opinions were different. Countryside students consider as second significance such factors as sensibility, communicativeness and nice appearance, manners and for city students – only pleasant appearance and manners. Then significance

degree distribution of the enumerated factors is nearly parallel with a slight difference. The next in significance distribution are such factors, as tactfulness, love to learners and tolerance, communicativeness, and tolerance with city students. Benevolence is understanding, intelligence with city students. Such factor as honesty with countryside students is the last in distribution. City students ranked honesty, understanding and benevolence as the last ones.

Thus, college ideal lecturer in countryside students' perception is first of all, a professional, having pleasant appearance and manner, empathetic and communicative, students loving, characteristic of tactfulness and tolerance. City students in the image of an ideal lecturer see such qualities as lecturer's professional competence and also having pleasant appearance and manners. It is important for them that the lecturer is empathetic, tolerant and communicative. Tactfulness, love to students and intelligence and also understanding, benevolence and honesty are necessary qualities for college lecturer but according to the degree of significance they are secondary ones.

Let us consider the degree of these factors presence in a modern college lecturer from the students' point of view. Countryside students highly evaluated professional qualities and communicativeness of a modern college lecturer. They also mention pleasant appearance and manners and intelligence. They evaluated the presence of such characteristics as love to students, benevolence and understanding above the average. They provided average mark for sensibility, honesty and tactfulness of a college lecturer. The lowest rank was attributed to tolerance. Countryside students highly evaluated communicativeness and professionalism of a modern college lecturer. They consider that a modern lecturer usually has pleasant appearance and manners, he is intelligent and tactful enough. However, in comparison with the other group city students evaluate significantly lower the intensity of such characteristics as love to students, understanding, honesty and benevolence. Received data do not contradict the results received on Liri method. That is lecturer's image is more positive again with countryside students.

Lecturer's personal qualities are the most important constituent part of the educational process and factor, significantly influencing his image. So we included in the questionnaire the question about personal qualities necessary for college modern lecturer. The respondents were offered to point out five most important qualities in their opinion and thus in our analysis we also provide only first five qualities, mentioned by the most part of the students from both groups of the respondents. It is important to find out how students understand and formulate socially significant role and the goal of the activity of college lecturer.

According to the results of the questionnaire we could see that students determine the goal of college lecturer's activity in the following way. The most students (20 % of countryside students and 36,7 % of city students) consider that college lecturer's activity goal is students' teaching and education. 33,3 % countryside students and 13,3 % of city students consider it as education and upbringing of the new generation. 16,7 % city students think that the goal of the lecturer's activity is to provide worthy education, 13,3 % of countryside students think that the lecturer should open the students their possibilities in the future. Some students of both groups (23,3 %) think that there is only one goal for the lecturer in his activity: that everybody received a diploma of higher education. Other 10 % consider that college lecturers train them for their future professional life. Students' opinions in general present the following picture: the goal of college lecturer's activity is education up bringing process, i.e. education and upbringing of the new generation. However countryside respondents also stress upbringing.

To find out how students perceive the values which are the fundamentals of college lecturer's activity and behavior we asked the respondents to choose five most important for them values and principles that characterize in their opinion modern college lecturer. According to countryside students' opinion the dominating values, characterizing college lecturer nowadays are professionalism, creativity, individual approach, care about students, democracy, respect, pleasant appearance. In our opinion, predominance of such qualities is eligible and in this case they idealize college lecturer a little. Among city students the priorities are such values and qualities as authoritativeness, pleasant appearance, bureaucracy, strictness, conservatism.

Thus, among countryside respondents the priorities are "positive" values and principles: professionalism, creativity, individual approach, care, democracy and skill to create pleasant psychological atmosphere.

Consequently, interaction on the basis of such values and principles is explained by the fact that lecturers think of students as personalities and equal participants of education process and consider it necessary to treat them with respect, take into account their opinions, wishes, interests and needs. Among the respondents residing in the city dominating values are authoritativeness, conservatism, strictness, bureaucracy, i.e. authoritative type of relationship, strict regulations.

Conclusion

Generally it is characteristic of students to perceive college lecturer's image as complex and real one.

Modern college lecturer's image with students who came from countryside includes role definition of college lecturer profession. There are evaluation characteristics in it, but in this case they are closer to positive ones. The lecturer is perceived as close to students, is invested with expressed professionally important qualities. Whereas city students perception of college lecturer is characteristic of lecturer's image criticalness, but the critics itself does not have any anticipating character, but it is more as constructive dissatisfaction with college lecturer's image.

Summarizing everything stated above we can say that countryside students have mostly positive image of a modern college lecturer, i.e. in their opinion; modern lecturer is more democratic, creative, empathetic and understanding. For city students, modern lecturer's image is less positive; they see him as conservative, imperious and authoritative.

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